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Analysis of Factors that Influence Student Learning Achievement

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A B S T R A C T

This study aims to analyze the factors that affect student achievement in the Department of Economic Education at the Faculty of Tarbiyah and Teacher Training of UIN Suska Riau. Population of this study was 201 students with a sample of 100 people. Data collected using questionnaire and documentation instrument. The data analysis technique used multiple regression analysis. The results showed that learning motivation has a positive and significant effect on learning achievement. The learning interest has a positive and significant effect on learning achievement. The family environment has a positive and significant effect on learning achievement, and teh learning motivation has also a positive and significant effect on learning achievement. There is a joint influence of learning motivation, interest in learning, family environment and learning models, together on learning achievement.

1. Introduction

Education is one of the important things needed by the community because through education the community can socialize and transform social values and norms that apply from previous generations to the next generation. The importance of the role of education in social life, then makes the government in a country including Indonesia continue to make changes so that all people can get education.

Achievement index is a number that shows a person's achievement in studying or working for a certain period (Balai Pustaka Nasional, 2009). In another sense, the Performance Index is the average value of all courses taken by students. Achievement index is distinguished between Semester Achievement Index (IPS), which is the average value of one semester, and the Cumulative Achievement Index (GPA), which is the average value of all courses taken. To calculate the IPS

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used all grades in the semester concerned, while to calculate the GPA (only) the highest value of each course ever taken. In this study many student IPs are below 3.4 so it needs to be improved right, but in this case there are several factors which affects the level of student achievement index, namely learning motivation, learning interest, family environment, learning model.

According to Hamzah (2012), learning motivation is an internal and external impetus for students who are learning to make changes in behavior in general with several indicators or supporting elements. It has a large role in one's success in learning. Therefore a person's actions based on a specific motivation contain themes in accordance with the underlying motivation. In other words, if motivation is high then achievement will also be high.

Slameto (2010), states that interest is a feeling of preferability and a sense of attachment to a thing or activity, without anyone asking. In this case the feeling of pleasure to pay attention to an activity encourages someone to be interested in the activity. Someone who has an interest in something will pay great attention to it because of the attraction for him. That interest can foster a high sense of curiosity that causes a person is trying to dig up information about the activities of interest. With the interest in students there will be encouragement to learn so that it will affect student achievement.

Furthermore, family factors that come from parents are primarily as a way of educating parents towards their children. There are several responses regarding the factors that influence learning originating from parents, this type of education in accordance with the Pancasila leadership is better than the types above. Because parents are meddling in children's learning, it will not go too deep.

Dasna (2015), interactive learning refers to the interaction between students and educators, students and teachers, or also students with media / learning resources. This model is designed so that students will ask questions and then find answers to their own questions. Based on the opinions expressed, the interactive learning model can be understood as learning that emphasizes communication between students and students and lecturers through direct interaction with learning resources.

Achievement of learning achievement is influenced by factors of learning motivation, learning interest, family environment and learning models. In line with McClelland's opinion revealed that achievement motivation is motivation that is associated with the achievement of expertise standards (in Djaali, 2008). Motivation plays an important role in improving student academic achievement, because motivation can provide encouragement for students to strive with their own abilities to achieve standards of excellence. While students majoring in Economic Education at the Faculty of Tarbiyah and Teacher Training have never been the best students at the University level.

In other words, efforts to improve student achievement index at university, one of which is learning motivation is in line with the results of Budi's study (2016)

which states that motivation significantly influences learning outcomes. In line with the results of Putu's research (2015) which states that student motivation, learning media, mastery of teaching methods and parental support significantly influence. Furthermore Vitria's research results (2017) with the results of his research which stated the influence of student intellectual intelligence on student learning achievement.

Gimin and Sri Kartikowati (2013) internal factors of learning difficulties are students' motivation in economics in SMA Negeri 11 Pekanbaru.

Furthermore, according to Sumarno (2013) Increased motivation and learning outcomes of students' knowledge and learning skills along with the increasing activity of lecturers in lectures that use contextual learning. In other words, the learning model also influences student achievement index.

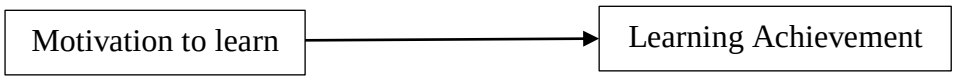
Based on the above theoretical study, it can be concluded that the factors that influence student achievement in the Department of Economic Education of the Faculty of Tarbiyah and Teacher Training of UIN Suska Riau are factors of learning motivation, learning interest, family environment and learning models.

This study aims to analyze how much influence the factors of motivation, interest, family environment and learning methods on student achievement in the Department of Economic Education Faculty of Tarbiyah and Teacher Training of UIN Suska Riau either partially or simultaneously and what percentage of the influence of these factors on student learning achievement at UIN Suska Riau. The reason the author wants to examine at UIN SUSKA is because of the imbalance between the achievement index of students majoring in economic education in contrast to the Chancellor's goal of wanting the lowest student achievement index with an achievement index of 3.4, therefore it is necessary to have the latest research to improve the student achievement index.

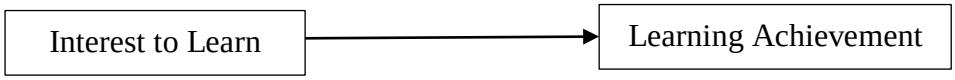
2. Methodology

From the description that has been presented, the several hypotheses can be formulated, namely:

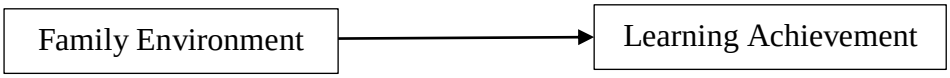
1. Learning motivation has an effect on student achievement in UIN Suska Riau?



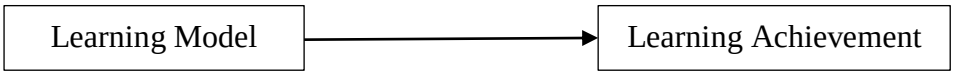
2. Learning interest has an effect on student achievement in UIN Suska Riau?



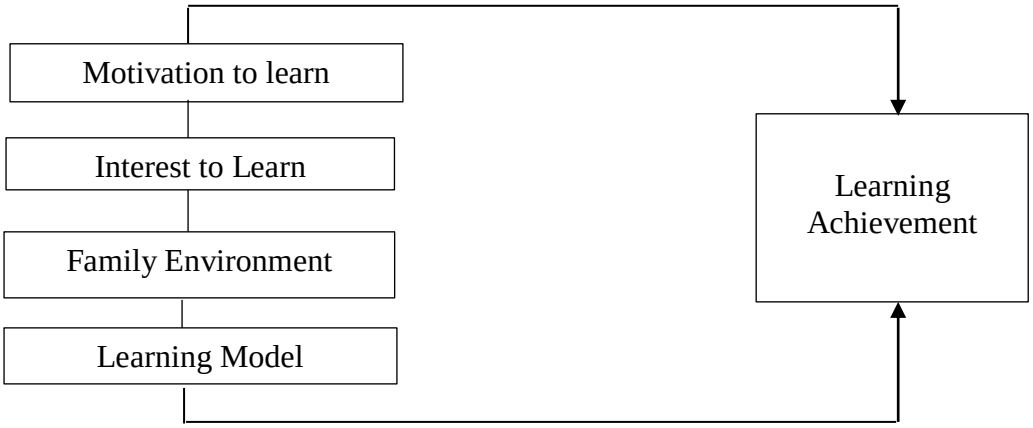
3. The family environment influences the learning achievement of UIN Suska Riau students?



4. Learning model has an effect on student achievement in UIN Suska Riau?



5. Learning motivation, interest in learning, family environment and learning models jointly influence the learning achievement of UIN Suska Riau students?



This research was conducted in the Department of Economic Education at the Faculty of Tarbiyah and Teacher Training of UIN Suska Riau. The method used in this research is quantitative descriptive method.

Population

The population in this study were Tarbiyah and Teaching Faculty Students majoring in Economic Education 2015/2016 as many as 201 students.

Sampling Technique

Arikunto (2011) said that "If the population is less than 100, it would be better if taken as a whole, and this study is also called population research, if the population is more than 100, it can be taken 10-15% or 20-25 % or more". Then the sample used in this study is 50% of the total population of 100 students.

Department of Economic Education class of 2015/2016 has as many as 201 students. Arukunto (2011), said that "If the population is less than 100, it would be better if taken as a whole, and this study is also called population research, if the population is more than 100, it can be taken 10-15% or 20-25% or more". Then the sample used in this study is 50% of the total population of 100 students.

This research was to look for influence between the independent variable with the dependent variable. The collecting data was using questionnaire or questionnaire

techniques. The instrument in the form of a questionnaire was a questionnaire that has been equipped with alternative answers so that the respondent only has to choose one of the answers provided. The questionnaire was presented in the form of a Likert scale of five alternative answers. Respondents were only needed to check (√) the answers provided.

Before carrying out multiple linear regression analysis, the first was find out whether the data is normally distributed or not. In addition to conducting a data normality test, a coefficient of determination (R2) test was also performed. The coefficient of determination test was used to assess how much an applied model can explain the dependent variable.

This research was conducted to determine the effect of learning motivation, learning interest, family environment and learning models. Where to determine the effect of the hypothesis test t. This t test was used to find out whether the independent variable regression model partially influences the dependent variable. Then the F test was performed wherein to find out whether the independent variables together significantly influence the dependent variable.

3. Results and Discussion

Learning Motivation Variable (X1)

The results of the study can be known assessment of learning motivation as in table 1.

Table 1. Research Results Variable Learning Motivation

No	Category	Interval	Frequency	Percentage
1	Very high	3,25 - 4,00	63	63
2	High	2,50 - 3,25	35	35
3	Low	1,75 - 2,50	1	1
4	Very low	1.00 – 1.75	1	1
	Total		100	100

From the above table it can be seen that students' learning motivation towards learning achievement is very high in the Department of Economic Education of UIN Suska Riau. It can be seen as many as 63 people with a percentage of 63% while in the high category as many as 35 people with a percentage of 35%. Thus it can be concluded that motivation Student learning is very high.

Then when viewed from the mean score used to measure data on learning motivation variables (x1). Interpretation of data with mean score analysis using mean scores. Based on the results of data processing using SPSS version 20, it can

be seen the results of learning motivation, as in table 2 the mean scores of learning motivation variables are as in Table 2.

Table 2. Mean Learning Motivation Variable Score

No	Indicator	Mean	Sd	Interpretation
1	Work on time to get high marks	3,50	0,55	Very high
2	Carrying out assignments to completion even though I find it difficult to answer	3,38	0,64	Very high
3	Take the task seriously	3,25	0,64	Very high
4	Do not feel bored to learn again when you feel difficulty in understanding economic material provided by the lecturer	3,47	0,54	Very high
5	Even though my grades were bad, I kept studying hard	3,48	0,59	Very high
6	Trying to make the task in accordance with the instructions of the lecturer	3,46	0,62	Very high
7	Trying to dig up information by looking for many book references	3,37	0,61	Very high
8	Trying to solve the problem given by the lecturer	3,46	0,61	Very high
9	Provide conclusions based on the problems that have been given by the lecturer	3,41	0,58	Very high
10	I always ask the lecturer about problems that I don't understand yet.	3,41	0,58	Very high
11	I always do the assignments given by the lecturer myself	3,38	0,61	Very high
12	I like to look for material economic problems before told to	3,31	0,69	Very high
13	Provide ideas / ideas in each meeting in discussing economic material	3,40	0,68	Very high
14	Learn about the latest information related to economic material	3,49	0,64	Very high
15	Looking for the latest information in accordance with the material provided by the teacher	3,56	0,55	Very high
16	Be sure of the answers I believe in the discussion	3,45	0,60	Very high
17	Able to explain the existing problems by providing relevant evidence using existing information	3,38	0,59	Very high
18	Not affected by other friends' different answers	3,38	0,68	Very high
19	Likes to solve problems related to economic material even though it is not instructed by the teacher	3,38	0,59	Very high
20	I was able to give an argument about the problem that was given by the lecturer when discussing it with other friends	3,33	0,66	Very high
21	Always provide a different topic of problems but still with regard to the economy	3,34	0,63	Very high
22	Trying to find the cause of the problems that exist in Indonesia related to economic material	3,32	0,64	Very high
23	Able to solve different problems	3,34	0,57	Very high
24	Feeling excited when the lecturer starts to give any topic that will be discussed	3,33	0,61	Very high

From table 2 it can be seen that each item of learning motivation towards student achievement in the Department of Economic Education of UIN Suska Riau as a whole is in the very high category. The mean score that has the highest score is in

item question or in the questionnaire item number 14, namely: Looking for the latest information in accordance with the material provided by the Lecturer with a mean score of 3.56 and SD of 0.55. Thus it can be concluded that overall learning motivation of students majoring in Economic Education of UIN Suska Riau is included in the very high category.

Interest in Learning Variables (X2)

The results of the study can be seen assessments of interest in learning as in table 3 below:

Table 3. Research Results Variable Learning Interest

No	Category	Interval	Frequency	Percentage
1	Very high	3,25 - 4,00	45	45,0
2	High	2,50 - 3,25	45	45,0
3	Low	1,75 - 2,50	9	9,0
4.	Very low	1.00 – 1.75	1	1,0
Total			100	100

From the table above it can be seen that students' interest in learning towards learning achievement is very high in the Department of Economic Education of UIN Suska Riau. It can be seen as many as 45 people with a percentage of 45% while in the high category as many as 45 people with a percentage of 45%. Thus it can be concluded that student interest in learning is very high.

Then when viewed from the mean score used to measure the variable data of learning interest (x2). Interpretation of data with mean score analysis using mean scores. Based on the results of data processing using the SPSS program version 20, it can be seen the results of student interest in learning, as in table 1.64 the value of Mean Score of learning interest variables as follows

Table 4. Mean Scores of Learning Interest Variables

No	Indicator	Mean	Sd	Interpretation
25	Feel happy when the lecturer delivers the lecture material	3,33	0,58	Very high
26	Feel happy when the lecturer gives a lecture assignment	3,22	0,64	High
27	Be enthusiastic when the lecturer gives a group assignment	3,28	0,65	Very high
28	Feel happy when appointed to be a speaker in group discussions	3,14	0,66	High
29	Work on college assignments without cheating	3,18	0,64	High
30	Always try to understand the lesson in learning activities	3,05	0,62	High
31	Always ask the lecturer if there is difficult material	3,19	0,66	High
32	Feel interested in economics	3,07	0,63	High
33	Always excited in following the learning process	3,25	0,70	Very high
34	Able to deduce the material beforehand	3,00	0,61	High
35	Able to answer lecturer questions	3,22	0,73	High

36	Feel sad if you do not follow the learning process	3,18	0,64	High

From table 4 it can be seen that each item of learning interest towards student achievement in the Department of Economic Education of UIN Suska Riau as a whole is in the high category. The mean score that has the highest score is in item question or in the questionnaire item number 25, which is: feeling happy when the lecturer submits lecture material. with a mean score of 3.33 and an SD of 0.58. Thus it can be concluded that overall the interest in learning of students majoring in Economic Education of UIN Suska Riau is included in the high category.

Family Environment Variable (X3)

The results of the study can be seen as an assessment of the family environment as in table 5 below:

Table 5. Research Results of Family Environment Variables

No	Category	Interval	Frequency	Percentage
1	Very high	3,25 - 4,00	40	40,0
2	High	2,50 - 3,25	44	44,0
3	Low	1,75 - 2,50	14	14,0
4.	Very low	1.00 – 1.75	2	2,0
	Total		100	100

From the table above it can be seen that the family environment towards high learning achievement in the Department of Economic Education of UIN Suska Riau can be seen as many as 44 people with a percentage of 44% while in the low category as many as 14 people with a percentage of 14%. Thus it can be concluded that the family environment of students is high.

Then when viewed from the mean score used to measure data on family environment variables (X3). Interpretation of data with mean score analysis using mean scores. Based on the results of data processing using the SPSS version 20 program, it can be seen the results of the family environment, as in table 6 the Mean Score scores of the family environment variables as in Table 6:

Table 6. Mean Scores of Family Environment Variables

No	Indicator	Mean	Sd	Category
37	Parents always give encouragement in learning	3,25	0,74	Very high
38	At home are arranged hours of study and play	3,14	0,86	High
39	Parents always ask about learning difficulties	2,98	0,61	High
40	Relationships between parents and siblings are pleasant	3,09	0,72	High
41	Parents restrict play schedules when entering exams	3,00	0,80	High
42	The house is always safe and harmonious	3,00	0,79	High

43	Creating a conducive home	3,17	0,63	High
44	Give spp money on time	3,03	0,68	High
45	Creating a neat place to study at home so that it is comfortable in learning	3,07	0,79	High

From table 6 it can be seen that each item from the family environment on student achievement in the Department of Economic Education of UIN Suska Riau as a whole is in the high category. The mean score that has the highest score is in item question or in the questionnaire item number 37 namely: Parents always give encouragement in learning. with a mean score of 3.25 and SD of 0.74. Thus, it can be concluded that overall the learning environment of students majoring in Economic Education at UIN Suska Riau is included in the high category.

Learning Model Variables (X4)

The results of the study can be seen assessment of the Learning Model as in table 7 below:

Table 7. Research Results Variable Learning Model

No	Category	Interval	Frequency	Percentage
1	Very High	3,25 - 4,00	57	57,0
2	High	2,50 - 3,25	34	34,0
3	Low	1,75 - 2,50	8	8,0
4.	Very Low	1.00 - 1.75	1	1,0
	Total		100	100

From the above table it can be seen that the student learning model of learning achievement is very high in the Department of Economic Education of UIN Suska Riau. It can be seen as many as 57 people with a percentage of 57% while in the high category as many as 34 people with a percentage of 34%. Thus it can be concluded that the student learning model is very high.

Then when viewed from the mean score used to measure the learning model variable data (X4). Interpretation of data with mean score analysis using mean scores. Based on the results of data processing using SPSS version 20, it can be seen the results of the learning model, as in table 8 below:

Table 8. Mean Scores of Learning Model Variables

No	Indicator	Mean	Sd	Category
46	Lecturers provide various problems that cause students' curiosity	3,43	0,65	Very high
47	I am able to give an opinion about the problem or topic being discussed	3,45	0,62	Very high
48	I am able to respond to different topics according to various topics that have been given	3,11	0,69	High
49	I give a response about poverty with a different	3,11	0,72	High

	argument			
50	I felt happy when the lecturer explained the problem that would be solved during the discussion	3,44	0,64	Very high
51	I felt enthusiastic when I started the discussion	3,40	0,60	Very high
52	There is a sense of responsibility in completing the tasks that have been given	3,39	0,64	Very high
53	Willingness to provide ideas or opinions about learning	3,10	0,68	High
54	Lecturers provide material or topics of problems that are happening right now	3,49	0,62	Very high
55	Lecturers are able to provide common ground on student answers that are difficult for the discussion group to solve	3,41	0,58	Very high
56	The lecturer gives explanation on various topics but still in one theme	3,38	0,70	Very high
57	My classmates and I tried to solve the case of poverty which was also given by the lecturer some points	3,39	0,61	Very high
58	The lecturer gives a response about the problem and the other students conclude with cooperation	3,38	0,70	Very high
59	The lecturer randomizes who is appointed to answer questions from the lecturer while other students also respond	3,42	0,68	Very high
60	It's easier to understand the ability of economic material by exchanging ideas with other friends	3,39	0,61	Very high
61	Comfortable in giving opinions	3,12	0,70	High
62	Lecturers are able to reduce the differences of students' opinions that have no common ground	3,38	0,64	Very high
63	Lecturers are able to coordinate classes with a safe atmosphere	3,39	0,70	Very high
64	Students are able to understand the problems given by lecturers by listening to conclusions from other friends about the topic being discussed	3,42	0,60	Very high
65	The awareness of each student in solving problems that have been given by the lecturer	3,10	0,68	High
66	Lecturers are able to unleash the potential of other students to start communicating with other friends	3,35	0,68	Very high
67	Lecturers are able to eliminate the fear of asking students	3,34	0,74	Very high
68	I was able to communicate outside the classroom by carrying the theory that was given by the lecturer and was able to describe the same characteristics in accordance with the theory that was given	3,06	0,70	High
69	I already feel free to give a response to the problem even though not in the classroom	3,29	0,60	Very high
70	I felt my horizons were broader by communicating with peers because in the classroom I was used to exchanging ideas	3,30	0,73	Very high

From table 8 it can be seen that each item from the learning model of student achievement in the Department of Economic Education of UIN Suska Riau as a whole is in the high category. The mean score that has the highest score is in the item question or in the questionnaire item number 54 namely: The lecturer gives the material or topic of the problem that is happening right now with a mean score of 3.49 and SD of 0.62. Thus it can be concluded that overall the learning model of students majoring in Economic Education in Suska Riau UIN is included in the high category.

Calculation Results of Multiple Linear Regression Analysis

Table 9. Calculation Results for Multiple Linear Regression Analysis

Independent Variabel	Coefficients B
(Constant)	-7,335
Motivation to learn	0,409
Interest to learn	0,397
Family environment	0.416
Learning model	0.212

From table 9 it can be seen by observing the numbers in the Coefficient Beta column, then the multiple linear regression equation can be arranged as follows:

Regression Equation:

In this research, a formutiaon of the relationship between all variable can be formulated in the follwing formula:

$$Y = -7,335 + 0,409\ x1 + 0,397\ x2 + 0,416\ x3 + 0,212\ x4 + e$$

Research Hypothesis Testing Results

T test (partial regression coefficient test)

T test is used to determine whether the regression variable partially has a significant effect on the dependent variable partially. With provisions, H0 is rejected if sig. > 0.05. After the calculated t value is obtained, then it is compared with the t value with the degree of freedom n-k-1. If t arithmetic> T table, it is significant. The hypothesis is accepted with $\alpha = 0.05$

To test the four independent variables with the t test can be seen in the following table 10:

Table 10. Hypothesis Testing Results (t Test)

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-7.335	6.903		-1.063	.291
	Motivasi Belajar	.409	.064	.480	6.412	.000
	Minat Belajar	.397	.092	.308	4.333	.000
	Lingkungan Keluarga	.416	.107	.296	3.871	.000
	Model Pembelajaran	.212	.042	.351	5.110	.000

a. Dependent Variable: Learning achievement

Thus it is known:

- Learning motivation. Obtained t value (6,412)> t table (1,985) or significance (0,000) <0.05. The meaning is that learning motivation has a significant effect on learning achievement.
- Interest in learning. Obtained t value (4,333)> t table (1,985) or significance (0,000) <0.05. The meaning is that interest in learning has a significant effect on learning achievement.
- family environment. Obtained t value (3,871)> t table (1,985) or significance (0,000) <0.05. The meaning is that the family environment has a significant effect on learning achievement.
- Learning model. Obtained t value (5,110)> t table (1,985) or significance (0,000) <0.05. The meaning is that the learning model has a significant effect on learning achievement.

F test (Regression Coefficient Test together)

The F test is used to find out whether the independent variables together significantly influence the dependent variable (Y). In other words, this F test can be used to find out whether a regression model can be used to predict a dependent variable or not. If sig. > 0.05, H0 is rejected, so it can be concluded that there is a significant influence between the independent variables (more than two) together on the dependent variable. After obtaining the Fcount value, then it is compared with the Ftable value. If Fcount> Ftable, then Ho is rejected.

Table 11. Results of the F Test Hypothesis Analysis (ANOVA)

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3386.268	4	846.567	39.545	.000[b]
Residual	2033.732	95	21.408		
Total	5420.000	99			

a. Dependent Variable: Learning Achievement
b. Predictors: (Constant), Learning Models, Learning Motivation, Learning Interest, Family Environment

The known F count is 39,545 with a significance of 0,000. F tables can be obtained as follows:

F table
= n – k – 1 ; k
= 100 – 4 – 1 ; 4
= 95 ; 4
= 2,467

Information
n: number of samples
k: number of free variables
1: constant

Thus it is known that F count (39.545)> F table (2,467) with Sig. (0,000) <0.05. The meaning is that the variables of learning motivation, learning interest, family environment and learning models together have a significant effect on learning achievement.

Determination Coefficient Test (R2)

In order to know the magnitude of the effect of all independent variables on the dependent variable as a percentage value, it is indicated by the magnitude of the coefficient of determination (R2). The coefficient of determination (R2) is a measure used to assess how much an applied model can explain the dependent variable. The results of the calculation of the coefficient of determination (R2) in this study can be seen in Table 12 below:

Table 12. Determination Coefficient Results (R2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.790[a]	.625	.609	4.62685

a. Predictors: (Constant), Learning Models, Learning Motivation, Learning Interest, Family Environment
b. Dependent Variable: Learning Achievement

Obtained a coefficient of determination of 0.625. The meaning is that the influence of learning motivation, learning interest, family environment and learning models on learning achievement is 62.5%

4. Conclusion

Based on the results of the study it can be concluded that: There is a significant and positive influence of learning motivation on student achievement in the Department of Economic Education of UIN Suska Riau. There is a significant and positive influence of learning interest on student achievement in the Department of Economic Education of UIN Suska Riau. There is a significant and positive influence on the family environment on student achievement in the Department of Economic Education of UIN Suska Riau. There is a significant and positive

influence of learning models on student achievement in the Department of Economic Education of UIN Suska Riau. There is a joint influence of learning motivation, learning interest, family environment and learning models together on student achievement in the Department of Economic Education of UIN Suska Riau.

Suggestion

Based on the research results, suggestions can be given as follows: The lecturers are expected to provide more variety of learning models to increase student motivation and learning interest to improve student achievement. Students can increase learning motivation in independent learning activities and do not get bored easily in carrying out routine tasks to improve learning achievement. Parents are expected to further improve children's learning achievement by optimizing the facilities available so that their children can improve learning achievement, monitor and direct students to study diligently especially at home in order to improve learning achievement. For other researchers, further research needs to be done to find out other factors that can influence student achievement such as the community environment, physical factors and psychological factors.

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